

R E P O R T R E S U M E S

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TEACHING ENGLISH TO THE CULTURALLY DIFFERENT.  
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WEST CHESTER STATE COLL., PA.

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DESCRIPTORS- \*ANNOTATED BIBLIOGRAPHIES, \*CULTURAL DIFFERENCES,  
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SCHOOL STUDENTS, CULTURAL ENRICHMENT, LITERATURE, READING  
IMPROVEMENT, RESEARCH PROJECTS, STUDENT RESEARCH, TEACHING  
METHODS,

WORKING AS A RESEARCH TEAM, STUDENTS IN A CLASS IN THE  
TEACHING OF SECONDARY ENGLISH AT WEST CHESTER COLLEGE,  
PENNSYLVANIA, COMPILED THIS ANNOTATED BIBLIOGRAPHY OF READING  
MATERIALS FOR USE WITH CULTURALLY-DEPRIVED STUDENTS.  
RECOMMENDED BOOKS FOR THE STUDENT ARE DIVIDED INTO (1)  
PROSE--INCLUDING HISTORIES, BIOGRAPHIES, NOVELS AND SHORT  
STORY COLLECTIONS, (2) POETRY, AND (3) TEXTBOOKS-PARTICULARLY  
THOSE WHICH COULD AID STUDENTS IN IMPROVING LANGUAGE AND  
READING SKILLS. READING AND INTEREST LEVELS ARE INDICATED. A  
PEDAGOGICAL BIBLIOGRAPHY FOR TEACHERS OF THE CULTURALLY  
DIFFERENT LISTS BOTH BOOKS AND PERIODICAL ARTICLES. ALSO  
INCLUDED IS (1) A REPORT ON VISITS TO PUBLIC SCHOOLS IN  
COATESVILLE AND DOWNINGTOWN, PENNSYLVANIA, (2) A REPORT ON A  
CONFERENCE WITH COORDINATORS FOR INTERGROUP EDUCATION IN THE  
PHILADELPHIA PUBLIC SCHOOLS, AND (3) THE GENERAL CONCLUSIONS  
OF THE RESEARCH GROUP ABOUT THE CHARACTERISTICS OF  
CULTURALLY-DEPRIVED YOUTH AND THE LEGITIMATE AIMS OF ENGLISH  
PROGRAMS FOR THESE STUDENTS. (DL)

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# RESEARCH PROJECT

## *Teaching English to the Culturally Different*



Prepared by Students in English 316,  
Teaching of English in the Secondary School  
Fall Semester 1966 - 67

PROFESSOR: DR. DOROTHY DEE BAILEY

## **Preface**

Through the encouragement of Dr. Dorothy Dee Bailey, professor of English, our class in Teaching of English in Secondary Schools during the first semester, 1966-67, initiated through a team approach a research project to study the teaching of English to disadvantaged and deprived children.

From our readings, our visits, and our conferences with experts, we tried to learn what a disadvantaged and deprived child is, to learn the causes of deprivation, to find successful methods of teaching English to these children, and to compile a recommended book list for the culturally deprived student, as well as a bibliography for teachers of the culturally deprived. The results of our research are summarized in the conclusion of this project.

We focused our attention on books and periodicals about the culturally deprived child and pedagogy concerning the culturally deprived. In compiling a recommended book list for these students, the class investigated books of all fields, interests, and reading levels. Also, students of the class interviewed people directly, such as teachers and librarians and coordinators, who are involved with programs for the culturally deprived.

The following students made up the research team:

**Project chairman:** Doris Worrell

**Children's books chairman:** Margaret Morton  
**members:** Janet Houston  
Barbara Neal  
Caryl Bates

**Pedagogy 1. books chairman:** Pamela Cressman  
**member:** Barbara Barretta

**2. periodicals chairman:** Barbara Barretta  
**members:** Pat Keiser  
Helen Russell  
Judith Beck

**Interviews chairman:** Ellen Johnson  
**member:** Caryl Bates

## **Introduction to Recommended Book List**

A variety of material is now available for use in teaching the culturally deprived. Publishers have begun to print special texts and readers that are directed at this particular group. Many reading lists have been compiled to aid teachers in directed reading. "Success Themes for the Educationally Disadvantaged" is an especially helpful pamphlet.

Books are classified according to reading level, interest level, and the particular needs that the publishers think the books will fulfill. Seven primary aims are enumerated:

1. greater motivation in school work
2. improved reading and language skills
3. more knowledge about the world beyond a particular community
4. better understanding of the individual toward himself
5. more effective communication
6. meaningful life goals and values
7. need to experience success

To accomplish these goals, books must be available at all reading levels. The educationally disadvantaged must achieve success in reading to increase confidence and foster pleasure. Only after students have begun to enjoy reading, may they be expected to read extensively enough to improve reading skills.

Books with varied cultural backgrounds about people with problems are especially helpful. Youngsters can identify with such people, and emulate their problem solving. American classics and folklore should be available as a normal part of growing up. Stories of personal achievement acquaint the students with productive and successful people from many cultural, racial, and economic backgrounds and should challenge students to examine their own goals and raise their own standards for achievement. Books on science are designed to help students comprehend fundamental science concepts on their own level. Books on history provide background essential for grasping historical data and bring history to life. Student horizons may be broadened by high interest stories of distant lands. All the books should be selected to stimulate the imagination and arouse enthusiasm so that students find reading an agreeable and necessary part of their lives.

In order to review as many books as possible, the committee worked in a variety of places. The Francis Harvey Green Library on the West Chester State College campus was the starting point. The Children's Room and the Curriculum Laboratory were especially valuable sources of materials. Visits were made to North Junior High School and Stetson Junior High School, West Chester. The librarians of both schools were helpful in describing the role of books in their students' lives. Of particular interest was the special collection of books for retarded readers. Consultations were also held with teachers in the special education department, with guidance counselors, and with team teachers. A visit was made to a Downingtown Junior High School English class and to the School library to peruse books. At Scott High School, Coatesville, a special visit was made to the Communications classes; the program there has proved to be so effective that it is to be expanded to reach out to additional culturally deprived students. The New York City public library and the Crozer Library of Chester were other sources used.

Keeping in mind the goals to be attained in working with culturally deprived children and the kinds of books that should help to achieve these goals, the committee has compiled the following bibliography as a recommended reading list for culturally deprived students:

### I. Prose

Adamson, Joy. Elsa. New York: Pantheon, 1961.  
Grades 5-6  
Recreational

Adamson, Joy. Forever Free. New York: Harcourt, Brace, & World, 1962.  
Reading level - 7  
Recreational or classroom reading

Adler, Irving. Mathematics-Story of Numbers, Symbols, and Space. New York: Golden Press, 1962.

#### American Adventure Series

Squanto and the Pilgrims. Betts, Emmett, Ed. Chicago: Wheeler Publishing Co., 1949.

Good background material for studying early American History.

Easily correlated with a history course on colonial America.

2nd to 7th grade reading level.

Other books in the series:

Buffalo Bill

Chief Black Hawk

Cowboys and Cattle Trails

Daniel Boone

Davy Crockett

Fur Trappers of the Old West

John Paul Jones

Kit Carson

The Rush for Gold

Anderson, Dave. Great Pass Receivers of N.F.L. New York: Random House, 1966.  
Reading level 5-10  
Recreational



- Anderson, Marian. My Lord, What a Morning. New York: Viking, 1956. Reading level 7-9  
Autobiography
- Arnov, Boris. Bally the Blue Whale. New York: Criterion, 1964.  
Recreational
- Atwater, Montgomery. Hank Winton Smokechaser. New York: Random House, 1947.  
Reading Level 5-8. The story of forest rangers and their battle with fires...
- Baker, Laura Nelson. The Special Year. New York: Knopf, 1959. Reading level 5-6. Especially for the disadvantaged reader, to help him come to know himself...
- Baldwin, James. The Fire Next Time. New York: Dial, 1963. 50¢ in paperback, essays on Negro - white relations, somewhat difficult reading, for the mature CD student...
- Baldwin, Hanson W. The New Navy. New York: Dutton, 1964.  
Reading level 7-9  
Vocational or recreational
- Ball, John. Spacemaster I. New York: Duell, Sloan and Pearce, 1960. The story of Dick Simmons and his studies, training and dedication to the Spacemaster I American space project. The details of testing and training are based on real life.
- Baruch, Dorothy. Glass House of Prejudice. New York: Morrow, 1946.  
Reading level 7-10  
Recreational
- Bawden, Nina. The White Horse Gang. New York: Lippincott, 1966. \$3.75 hard bound, for the middle grades; two cousins join a gang and plan to kidnap a little boy...
- Behn, Harry. The Two Uncles of Pablo. New York: Harcourt Brace and World, Inc., 1959. Reading Level 4-6. The story of a Mexican boy who leaves his home, a small mountain farm, to visit relatives in town.
- Bendick, Jeanne. The First Book of Fishes. New York: Watts, 1965.
- Bishop, Curtis. Gridiron Glory. New York: Lippincott, 1966. For ages 12-14. \$3.50 hard bound. The dramatic story of a high-school dropout who returns to school to meet the challenges of the football field and the English class.
- Blanton, Catherine. Hold Fast to Your Dreams. New York: Messner, 1955. A lovely fiction book of the ballet, and the problems that a Negro student encounters because of the color of her skin.
- Blassingame, Wyatt. Ponce de Leon. New York: Garrard, 1965. Recreational

Block, Marie Halun. The Two Worlds of Damyan. New York: Atheum, 1966. \$3.95  
hardbound. Realistic and authentic story of a Russian boy deciding between  
the old Russian culture of conformity to political demands and his consuming  
ambition to be an Olympic swimmer.

Bobbs - Merrill Childhood Series

Burt, Olive. Luther Burbank  
Bryant, Bernice. George Gershwin  
Higgins, Helen. Juliette Lowe  
Higgins, Helen. Stephen Foster  
Howe, Jane. Amelia Erhart  
Mason, Miriam. Dan Beard  
Mason, Miriam. Young Audubon  
Millender, Dharathulia. Crispus Attucks  
Monsell, Helen. Henry Clay  
Monsell, Helen. Susan Anthony  
Monsell, Helen. Young Stonewall Jackson  
Place, Marian. Lotta Crabtree  
Stevenson, Augusta. George Carver  
Wilson, Ellen. Ernie Pyle

Bobbs - Merrill Series: Childhood of Famous Americans

These books are excellent for teaching American backgrounds of famous citizens.  
They should prove to be a help in character molding as well. Reading level 4th  
grade and up. Intermediate to Jr. High interest level.

Dobler, Lavinia. Lee De Forest  
Hays, Wilma. Eli Whitney  
Jordan, Polly. Brigham Young  
Mason, Miriam. Kate Douglas Wiggin  
Smith, Bradford. Dan Webster  
Steele, William. Francis Marion

Stevenson, Augusta. Booker T. Washington

Stevenson, Augusta. U.S. Grant

Weil, Ann. Franklin Roosevelt

Winders, Gertrude. Jeb Stuart

Bobbs - Merrill Series: Secondary Level

Brims. Runaway Riders

Campbell. Beloved Rascals

Hodges. Benjie Ream

McIlvaine. Boy Beyond the Moon

Commie's Challenge

Commie's Choice

Patchett. Dangerous Assignment

Feature Perfect

Hurricane - The Story of a Friendship

Seilbert. Sidonie

Stone. Great Adventure of Michelangelo

Tomerlin. Prisoner of the Iroquois

Six Queens: The Wives of Henry VIII

Bolton, Sarah K. Lives of Poor Boys Who Became Famous. New York: Crowell, 1962.  
Recreational

Bonham, Frank. Durango Street. New York: Dutton, 1965. This book is highly recommended for the potential delinquent, it is a realistic story set in Los Angeles about a boy's involvement with street gangs.

Bonner, M.G. Out To Win. New York: Knopf, 1959. Reading level 5-6.  
Recreational.

Borman, Bella. Lions in the Way. New York: Follett, 1966. \$3.95 hardbound.  
Excellent for inter-group relations. For the middle grades. A group of Negro boys and girls go to an all white high school; the eroding effects of prejudice on both white people and Negroes are described with real impact.

Boylston, Helen Dore. Sue Barton-Staff Nurse. Boston: Little, Brown and Co., 1952.  
Reading level 4-9. Excellent for vocational guidance for girls.



Bradbury, Ray. "S" Is for Space. New York: Doubleday, 1966. \$3.50. For the young 15 yr. old. A collection of fine stories designed especially for young readers..

Bradley, Duane. Meeting with A Stranger. New York: J.B. Lippincott, 1963. The story of a Negro African boy orientated to American ways, not easy reading but very interesting...

Bragdon, Elspeth. There is a Tide. New York: Viking Press, 1965. For the 8-10th grade. Story of a troubled and pressured 15 year old boy, very realistic...

Brink, Carol Ryrie. Caddie Woodlawn. New York: Macmillan, 1960. 6th grade reading level. Story of a young girl on the frontier around the time of the Civil War.

Brown, James. Off My Chest. New York: Doubleday, 1964. 7-10  
Autobiography

Buckmaster, Henrietta. Flight to Freedom. New York: Crowell, 1958. 5-8  
Recreational.

Burch, Robert. Queenie Peavey. New York: Viking, 1966. \$3.75 hardbound. For the middle grades. Story of a young girl tormented by the other children because her father is in prison; she is an intelligent girl, fights back, almost gets sent to reformatory school, but learns to face life and be honest with herself...

Burt, Olive. The First Book of Salt. New York: Watts, 1965. 5-8.

Capon, Naomi. Dancers of Tomorrow. New York: Harcourt, Brace and Co., 1956. Reading level 4-8. This is the imaginary story of a girl's training at the Royal Ballet School in London. It is a realistic account of a student dancer's life, full of helpful information and sound values.

Carr, Albert Z. A Matter of Life and Death. New York: Viking Jr. Books, 1966. \$4.50 hardbound. For ages 12 and up. An interesting book about wars in general and the modern world's problems in particular...tries to find the answer of why man is plagued by war through a close examination of how specific wars got started...the answer emerges that wars are caused by identifiable, understandable human failures and mistakes...

Cavanna, Betty. A Breath of Fresh Air. New York: William Morrow Co., 1966. For ages 12 and up. \$3.50 hardbound. Story dramatizing the impact of a divorce on a modern family...

Chamberlain, Jo Hubbard. Careers for Social Scientists. New York: Walck, 1961. 7-12  
Vocational

Cohen, Raymond. Your Future in Dentistry. New York: Rosen, 1961. Vocational

Colby, Carroll. First Camping Trip. New York: Coward-McCann, 1955. 5-8  
Recreational.

- Colman, Hila. Bride at Eighteen. New York: William Morrow Co., 1965. \$3.50 hardbound. For ages 12 and up. A novel dealing realistically with the problems of a young marriage...
- Colman, Hila. Julie Builds Her Castle. New York: Dell Publishing Co., 1966. 50¢ in paperback. For the teenager. A young girl spends the summer with her father and comes to realize the truth of his words: "I believe in not going along with the mob for the sake of joining in."
- Commager, Henry Steele and Lynd Ward. America's Robert E. Lee. Boston: Houghton Mifflin, 1951. 4-6  
Biography
- Cooper, Elizabeth K. Science in Your Own Backyard. New York: Harcourt, Brace, 1960. 5-8.
- Core Vocabulary Readers. New York: Macmillan Co. Easy, recreational reading. 6th and 7th grade level.
- Crayder, Teresa. Sudden Fame. New York: The Macmillan Co., 1966. \$3.50 in hardbound. For ages 12-16. A book for girls about the problems of growing up...
- Cunningham, Julia. Drop Dead. New York: Pantheon, 1965. \$3.50 hardbound. A bright, frustrated boy runs away from the orphanage; the title is his expression of resentment against society and adults...
- Daugherty, Charles. The Army from Civilian to Soldier. New York: Viking Press, 1962. Vocational
- Davis, Sammy, Jr. Yes I Can. New York: Farrar, 1965. 9-11  
Autobiography
- Defore, Penny. With All My Love. New Jersey: Prentice-Hall, 1965. Vocational
- Dewey, Anne Perkins. Robert Goddard, Space Pioneer. Boston: Little, Brown, & Co., 1962. Biography
- Douglas, William C. Exploring the Himalayas. New York: Random House, 1958. 5-6  
Recreational
- Dreiser, Theodore. Sister Carrie. New York: Signet Classics, 1961. For the 9th to 12th grade. 75¢ paperback. The young reader could feel a great deal of personal association with Carrie and it may be beneficial in realizing that other people have the same problems...
- Durst, Seymour. Your Future in Real Estate. New York: Rosen, 1961. Vocational
- Emery, Anne. Dinny Gordon, Senior. Philadelphia: Macrae Smith, 1965. The feelings and experiences of a senior in high school...

Estes, Eleanor. The Hundred Dresses. New York: Harcourt, Brace and Co., 1944. 4-6 grade reading level. Story of a poor little girl who always wore the same faded dress to school and was ridiculed by the other girls.

Eyerly, Jeannette. A Girl Like Me. New York: J.B. Lippincott Co., 1966. \$3.75 hardbound. For the teenage girl. A perceptive book about the problems girls face during adolescence when they experience the first discontents of the stirrings of sexuality...

Faryley, Walter. The Black Stallion and Flame. New York: Random House, 1960. Reading level 5-6. One story from an exciting series about a horse...

Feder, Raymond. Your Future in Chemical Engineering. New York: Rosen, 1961. Vocational

Feverlicht, Roberta. The Legends of Paul Bunyan. New York: Collier, 1966. An exciting book of folklore, especially beneficial to pupils whose cultural background has been limited.

Fisher, Dorothy Canfield. A Fair World for All. New York: McGraw-Hill, 1952. 5-9

Fitzhugh, Louise. Harriet the Spy. New York: Harper & Row Publishers, 1964. \$3.25 hardbound. For the 7th grade and on. Story of a young girl who observes the people about her and writes down information in a private notebook...

Fitzhugh, Louise. The Long Secret. New York: Harper & Row Publishers, 1965. \$3.95 hardbound. Story of a young girl growing up physically through her first menstruation and emotionally coping with the peculiarities of her mother's life and their broken family; she also questions the existence of God...

Fleming, Alice. Doctors in Petticoats. Phila.: Lippincott, 1964. Vocational

Fleming, Ian. Chitty, Chitty Bang Bang. New York: Random House, 1964. Humorous story about an English car, good for reading aloud, 7th grade...

Fletcher, David. The King's Goblet. New York: Pantheon, 1962. Reading level 7-8. A book about growing up as a teenager...

Forest, Antonia. The Thursday Kidnapping. New York: Coward-McCann, 1965. \$3.95 hardbound. For the middle grades. A story providing excellent character portrayal, wholesome comedy, and suspense...

Friskey, Margaret. About Measurements. Chicago: Melmont, 1965. 6

Galaxy Program. New York: Scott, Foresman and Co. 1966  
Literary anthologies keyed to contemporary adolescent interests.  
Vanguard - for use in 9th grade

Perspectives - for use in 10th grade

Accent - for use in 11th grade

- Gammage, Allen. Your Future in Law Enforcement. New York: Rosen, 1961.  
Vocational
- Garst, Shannon & Warren. Cowboys and Cattle Trails. New York: Wheeler, 1958.  
Recreational
- Gates, Doris. Blue Willow. New York: Viking, 1948. For the 6th grader. Especially suitable for girls; story of a poor country family from the south west and their Mexican neighbors...
- Gates, Doris. Little Vic. New York: Viking Press, 1951. 6th grade. The story of a race horse and the devotion of an orphaned boy to the horse.
- Gibbs, Alonzo. A Man's Calling. New York: Lothrop, Lee, Shepard, Co., 1966. For ages 12 and up. \$3.50 hardbound. A young girl helps her foster father at work and a chain of events reveal her true identity.
- Gibson, Althea. I Always Wanted to Be Somebody. New York: Harper & Bros., 1958.  
Recreational - Autobiography
- Gidal, Sonia and Tim. My Village in Italy. New York: Pantheon, 1962. 5-6  
Recreational
- Also available: Austria, Germany, Denmark, England, France, Greece, India, Ireland, Israel, Morocco, Norway, Spain, Switzerland, and Yugoslavia.
- Giles, Frank. Toughen Up. New York: G.P. Putnam's Sons, 1963. Physical fitness program for boys.
- Gipson, Fred. Old Yeller. New York: Harper & Row, 1956. A boy and his dog in the wilderness...
- Gordon, Dorothy. You and Democracy. New York: Dutton, 1951. 5-12
- Gregg, James. Your Future in Optometry. New York: Rosen, 1961.  
Vocational
- Griffin, John Howard. Black Like Me. New York: Houghton, 1961. 8-10  
Recreational
- Gripe, Maria. Papa Pellerin's Daughter. New York: John Day, 1966. \$3.50 hardbound. For the middle grades. A delightful and penetrating insight into a lonely Swedish girl's imagination...Papa Pellerin is her scarecrow which serves as a mailbox.
- Gruenberg, Sidonie. The Wonderful Story of How You Were Born. New York: Doubleday, 1959.
- Hanaburgh, David. Your Future in Forestry. New York: Rosen, 1961.  
Vocational
- Hand, Jack. Great Running Backs of the N.F.L. New York: Random House, 1966. 5-10  
Recreational



- Haas, Ben. The Troubled Summer. New York: Bobs-Merrill, 1966. For ages 12 and up. \$4.00 hardbound. Story of a Negro boy's struggle to overcome his hostility and prejudice against whites.
- Hale, Arlene. Nothing But a Stranger. New York: Four Winds Press, 1965. \$2.95 hardbound. For ages 12-16. A startling personal discovery climaxes this tender, moving account of a young girl's search for identity and purpose.
- Hale, Edward E. The Man Without a Country. Boston: Little, Brown, and Company, 1915. The fictional tale of Philip Nolan, Lieutenant U.S. Army who expressed the desire never to hear of the United States again. For the eleventh grade, adult interest.
- Harrod, Kathryn. Master Bridge Builders. New York: Messner, 1958.  
Recreational
- Henry, Marguerite. Brighty of the Grand Canyon. Chicago: Rand McNally and Co., 1953. 4th to 6th grade reading level. Story of a small, lone burro who lived in Grand Canyon. He was befriended by a prospector, who died, leaving the friendly burro on his own.
- Henry, Marguerite. Justin Morgan Had A Horse. New York: The Junior Literary Guild, and Chicago, Wilcox and Follett Co., 1945. 6  
Recreational
- Henry, Marguerite. Stormy, Misty's Foal. Chicago: Rand, McNally, 1963. 6  
Recreational
- Hentoff, Nat. Jazz Country. New York: Harper & Row Publishers, 1965. For grades 8-12. Excellent reading. Modern story of a 16 year old boy deciding upon jazz career or college. Presentation of integration, economic and social problems...
- Hewes, Agnes Danforth. A Boy of the Lost Crusade. New York: Houghton Mifflin, 1951. The adventures of a boy who sets out on the Children's Crusade of the 13th century to find his father in the army. An accurate and vivid account of Palestine and Syria. Reading level 7-8.
- Hill, Joe D. and O.D. In Little America With Byrd. New York: Ginn Co. 7-9  
Recreational
- Hofsinde, Robert. Indian Warriors & Their Weapons. New York: Wm. Morrow & Co., 1965.  
Recreational
- Holbrook, Stewart. Davy Crockett. New York: Random House, 1955. 4-6  
Biography
- Hope, Anthony. The Prisoner of Zenda. New York: Dutton, 1962. A classic for children ages 12 and up.
- Hudson, W.H. A Little Boy Lost. New York: Knopf, 1961. Reading level 7-8. A story of growing up as a teenager.



Hughes, Langston. Famous American Negroes. New York: Dodd, Mead, & Co. 1960. 7-12  
Biography

Hughes, Langston. Famous Negro Music Maker. New York: Dodd, Mead, & Co. 1955. 7-9  
Biography

Hunt, Irene. Up a Road. New York: Follett Publishing Company, 1966. \$3.95 hardbound.  
Story of a 7 year old girl whose mother dies and is sent to live with her  
spinster aunt...the story progresses until the unhappy little girl becomes  
a gracious young woman of 17...

Huston, Anne. Yohen, Jane. Trust a City Kid. New York: Lothrop, Lee, Shepard Co.,  
Inc., 1966. Ages 9-13, \$3.75 hardbound. Story of a boy sent from his  
home in a city slum to live with a Quaker family on a farm.

Initial Biography Series. New York, Charles Scribner's Sons.

Lincoln, Washington, Jackson, etc. Easy reading for older children, either  
as assigned reading or recreational.

Irving, Washington. Rip Van Winkle and the Legend of Sleepy Hollow. New York:  
Macmillan, 1963. Reading level 5-9. An interesting account of these  
classics with humorous illustrations. Beneficial to all students, but  
especially to those who have not been exposed to American folklore.

Irving, Washington. The Bold Dragoon and Other Ghostly Tales. New York: Knopf,  
1958. Reading Level 7-8. Five of Irving's best mystery stories have been  
edited to free them from sentences and paragraphs which impede progress,  
but do not alter the dramatic content, or Irving's kindliness, satire,  
or sensitiveness to beauty.

Ish-Kishnor, S. A Boy of Old Prague. New York: Pantheon, 1963. 4-8.  
Recreational

Izenberg, Jerry. Championship: The Complete NFL Title Story. New York: Four  
Winds Press, 1966. 6-10  
Recreational

Jackson, Jesse. Charley Starts from Scratch. New York: Harper and Bros., 1958. 6  
Recreational

Jackson, Jacqueline. The Taste of Spruce Gum. Massachusetts: Little Brown, Co. 1966.  
Ages 10-14. \$3.95 hardbound. Story of a girl getting used to a new  
father and a new kind of life...

Jackson, Jesse. Call Me Charley. New York: Harper, 1945. Story of how the only  
Negro boy in the community made friends...

Jacobs, Emma Atkins. A Chance to Belong. New York: Dell Publishing Co., 1966.  
Teenage level. Paperback 50¢. A boy from Czechoslovakia wants to begin  
a new life in America but finds himself surrounded by his father's Old  
World attitudes...

Jones, Lois. First Book of the White House. New York: Watts, 1965.  
Recreational

Kane, Henry B. The Tale of a Pond. New York: Knopf, 1960.  
Recreational

Kane, Henry B. The Tale of a Wood. New York: Knopf, 1962. 4-8  
Recreational

Keating, Lawrence. The Comeback Years. Philadelphia: Westminster Press, 1966.  
A star high-school athlete begins an uphill fight to redeem his reputation after a boyish prank embroils him with the law. For ages 12-15.  
\$3.75 hardbound.

Kelen, Emery. Proverbs of Many Nations. New York: Lothrop, Lee, Shepard Co., 1966.  
8-12

Kerner, Ben. Electricity. New York: Coward-McCann, 1965. 3-4  
Recreational or Vocational

Kessel, Joseph. The Lion. New York: Knopf, 1962.  
Recreational

Kettlekamp, Larry. Spooky Magic. New York: Morrow, 1955.  
Recreational

Kjelgaard, Jim. Forest Patrol. New York: Holiday House, 1941. 6th grade level.  
An adventure story of hunting in the forest.

Kjelgaard, Jim. Haunt Fox. New York: Holiday House, 1954. 6th grade. The story of a red fox and the boy and the boy who hunted him.

Kjelgaard, Jim. Irish Red. New York: Holiday House. 1961. 6th grade. The story of a bird dog, a misfit who proves himself...

Laklan, Carli. Nurse in Training. New York: Doubleday, 1965. This student nurse has problems with studying which end up in getting her in trouble.  
Reading level 3-6.

Lathrop, West. Keep the Wagons Moving. New York: Random House, 1949. An exciting story of two brothers as they follow the Oregon Trail, and their adventures on meeting an outlaw, a spirited tale of pioneer days. Reading level 7-8.

Lawrence, Mildred. The Treasure and the Song. New York: Harcourt, Brace and World, 1966. Story of a young girl overwhelmed by her parent's divorce...

Leach, Maria. The Soup Stone. New York: Funk and Wagnalls, 1954.  
Recreational

Lemmon, Robert S. Junior Science Book of Big Cats. Illinois: Garrard Press, 1962. 6

- Lee, Mildred. Honor Sands. New York: Lothrop, Lee, Shepard, Co., 1966. Ages 11 and up. \$3.75 hardbound. Story of an adolescent girl growing away from her self-centered childhood, glimpsing the complications of an adult world.
- Lenski, Lois. High Rise Secret. New York: Lippincott, 1965. For ages 8-10. \$3.50 hardbound. A family moves in a highrise urban renewal project in a large city, the building is noisy and the tenants are troubled by a gang of rough boys...
- Lent, Henry B. I Work on a Newspaper. New York: MacMillan, 1960.  
Vocational - Recreational
- Lent, Henry B. The Peace Corps. Phila.: Westminster Press, 1966. 9-12  
Vocational - Recreational
- Levin, Jane Whitbread. Star of Danger. New York: Harcourt Brace & World, 1966. For ages 12 and up. \$3.25 hardbound. A story of two Jewish boys smuggled into Sweden in 1943 by the Danish Underground...
- Lewellen, John. Tee Vee Humphrey. New York: Knopf, 1957. For grades 5-8.  
Good recreational and vocational reading.
- Lewiton, Mina. A Cup of Courage. New York: Dell Publishing Co., 1966. For the teenager. 50¢ paperback. Story of a 17 year old boy who learns to accept the reality of his father's alcoholism and his affection for someone else.
- Lindbergh, Charles A. We. New York: Putnam, 1927. 6-9  
Recreational
- Low, Alice. Kallie's Corner. New York: Pantheon Books, 1966. For the teenager. \$3.95 hardbound. Story takes place a few miles from Washington Square in NYC where a young girl see the wide cultural gap between her life and others...
- McClung, Robert M. Caterpillars and How They Live. New York: Morrow, 1965.
- McGuire, Edna. The Peace Corps. New York: Macmillan, 1966. 7-12  
Recreational - Vocational
- McLean, Alan Campbell. A Sound of Trumpets. New York: Harcourt, Brace and World, 1966. \$3.25 hardbound. For ages 12 and up; Story of a Scottish boy's involvement in the rebellion of 1885 which lead him to emigration...
- MacDonald, Betty. Anybody Can Do Anything. Phila.: Lippincott, 1950. 7-12  
Recreational
- MacPerson, Margaret. The Rough Road. New York: Harcourt Brace and Company, 1966. For the middle grades. \$3.50. Story of a young boy who lives with foster parents; poverty and hard work make his life unhappy, until he finds the guidance of an older man...

Madison, Arnold. Danger Beats the Drum. New York: Holt & Rinehart and Winston, 1966. \$3.95 hardbound. For the teenager. A young boy's father is killed by a dope-crazed boy about his age, and he becomes bitter and sullen...The book entails integration and the evils of narcotics.

Mays, Willie. Willie Mays: My Life In and Out of Baseball. New York: Dutton, 1966. 7-9  
Autobiography

Meador, Stephen W. Bat. New York: Harcourt Brace and Company, 1939. Grades 5-8. Good recreational reading, dog story...

Meador, Stephen W. Sabre Pilot. New York: Harcourt, Brace, and Company, 1956. For the 6th grade. The story of an Air Force jet pilot during the Korean War...

Meador, Stephen W. The Sea Snake. New York: Harcourt, Brace and Co., 1943. For the 6th grade. Story of intrigue involving a North Carolina fisherman's son and a German submarine and a Nazi agent.

Meadowbrook History Series. New York: Crowell and Co.  
Entertaining insight into history. Either assigned or recreational easy reading for older children.

On Indian Trails

Shipboy with Columbus

Merrill, Jean. The Pushcart War. New York: William R. Scott, Inc. Publisher, 1964. 7-10 grade. Exciting humorous story of war in NYC taking place in 1978...

Modern Adventure Series

Drissel, E.P. Man with the Pointed Beard. New York: Row, Peterson and Co. 1955. Story of a secret agent.

Neville, Emily. Berries Goodman. New York: Harper & Row Publishers, 1965. \$2.95 hardbound. For the 7-9th grade. Realistic story of a NYC boy who is 14 years old...This book provides a platform of reality for a child, before he takes on the grim problems of the world...

Neville, Emily. It's Like This, Cat. New York: Harper, 1963. For the middle grades. Highly recommended. A well written story with a great deal of identification for the young reader.

Neville, Emily. The Seventeenth Street Gang. New York: Harper & Row, 1963. For ages 9-11. \$3.50 hardbound. Story of boys and girls of mixed ages and various backgrounds living in a New York neighborhood...

New Rochester Occupational Reading Series

The Job Ahead (Teachers Guide) Science Research Assoc. Inc., 1963. A wealth of material about vocations, that can be used in a unit about jobs.

Noble, Iris. Nurse Around the World. New York: Messner, 1964. 7-9  
Vocational



- Ottley, Reginald. Boy Alone. New York: Harcourt, 1966. \$3.50 hardbound. For grades 6-8. The love of a dog fills the loneliness of a boy growing up in an adult world...
- Paige, LeRoy. Maybe I'll Pitch Forever. New York: Doubleday, 1962. 7-9  
Autobiography
- Parker, Robert, Carol Heiss, Olympic Queen. New York: Doubleday, 1961  
Biography
- Patterson, Floyd. Victory Over Myself. New York: Random, 1962. 7-9  
Autobiography
- Phipson, Joan. The Family Conspiracy. New York: Harcourt Brace and World, 1962.  
6th grade reading. Family life on an isolated sheep station in Australia...
- Pinkerton, Katherine. Hidden Harbor. New York: Harcourt Brace and World, Inc. 1951.  
For the 6th grader. A family adventure story of modern pioneering in Alaska..
- Reader's Digest Reading Skill Builders. Ed. by Guy A. Wagner, Lillian A. Willcox and Gladys L. Persons. New York: Reader's Digest Services, Inc. Simplified issues of the Digest, with tests of comprehension, vocabulary, etc., after each article.
- Reeder, Red and Campion, Nardi. The West Point Story. New York: Random House, 1956.  
5-6
- Rich, Louise. First Book of the Fur Trade. New York: Watts, 1965. 4-8  
Recreational
- Ripper, Charles. Bats. New York: Morrow, 1954.  
Recreational
- Ripper, Charles. Moles and Shrews. New York: Morrow, 1957.  
Recreational
- Robinson, Jackie. Wait Till Next Year. New York: Random, 1960. 7-9  
Recreational
- Robinson, Mabel L. Bright Island. New York: Random House, 1937. Reading level 5-6.  
The story of an island born girl and the magic of the island which she comes to know as home...
- Roth, Richard. Your Future in Architecture. New York: Rosen, 1961.  
Vocational
- Rounds, Glen. The Blind Colt. New York: Holiday House, 1951. For the 6th grader.  
Story of a blind colt on a Western ranch...
- Rudolph, Patricia. Your Future as an Airline Stewardess. New York: Rosen, 1961.  
Vocational



Russell, Bill. Go Up for Glory. New York: Coward, 1966. 7-9  
Autobiography.

Salinger, J.D. The Catcher in the Rye. New York: Bantam Books, 1965. For the mature  
8th grader and up. Good for reading aloud, much self association for the  
young city child...Contemporary language. Paperback 75¢

Sawyer, Ruth. Daddles. Boston: Little Brown, and Co., 1964. Adventures of a plain  
old hound dog...For the 6th grader.

Schatz, Letta. No Lights for Brightville. Chicago: Follett, 1965. Reading level  
3rd grade. Story of how a community is affected when it loses electricity  
in a snowstorm and how skilled workmen find the trouble...

### Scholastic Book Services

Anderson, C.W. Afraid to Ride. A teenager determines to overcome her fear.  
Excellent for character building.

Boyleston, Helen. Sue Barton, Student Nurse. A good choice for students  
interested in the nursing profession.

Gates, Doris. Blue Willow.

Hagner, Dorothy. Odd Pets

Hubbard, Freeman. The Phantom Brakeman Stories of the railroad.

Irving, Robert. Hurricanes and Twisters Highlights of forecasting storms. What  
to do to protect life and property.

Masin, Herman. How to Star in Basketball. Describes game, gives shots with  
illustrations, tips, strategy.

McSwigan, Marie. Snow Treasure Norwegian boys and girls slip gold past Nazi  
sentries.

O'Connor, W.H. How to Star in Track and Field Excellent for the sports-minded  
student. Pictures and descriptions in hurdling, high jumping, shot-put,  
discus throw, javelin throw.

Seaman, Augusta. Mystery of the Empty Room An exciting story of intrigue.

Thorne, Alice. Story of Madame Curie

Wilson, Holly. Snowbound in Hidden Valley

Zim, Herbert. Alligators and Crocodiles

Codes and Secret Writing

Snakes

Selden, George. The Cricket in Times Square. New York: Ariel Books, Farrar, Straus, and Cudahy, 1960. 7th grade and up. Story of a lower middle class NYC boy, contains many familiar topics for the city child, stress on inter-nationalities not for the sophisticated reader...

Selintse, Annemarie. Desirie. New York: William Morrow and Co., 1953. Story of Napoleon and a king of Sweden. For grades 7-10.

Senseney, Dan. Scanlon of the Sub Service. New York: Doubleday, 1963. The life of a man training for sub service, his first cruise, and his experiences beneath the frozen ice caps of the north...

Seyfert, Ella Maie. Little Amish Schoolhouse. New York: Thomas Y. Crowell Company, 1939. 6th grade. Story of Amish children in a family setting. Good for slow readers of limited background, especially in Southeastern Pennsylvania...

Sherburne, Zoa. Girl in the Mirror. New York: William Morrow & Company, 1966. For the teenager. \$3.50 hardbound. A young girl greatly depends upon her father's attentions and is very upset when he becomes interested in an attractive woman. The young girl compensates by over eating...

Shotwell, Louisa. Roosevelt Grady. Cleveland: World Publishing Co., 1963. Happy tale of a colored migrant farming family... Good for slow and or deprived groups. 6th grade.

Shulman, Irving. West Side Story. New York: Giant Cardinal, 1962. 9-11th grade. Mature realistic and modern love story between a Puerto Rican girl and an American boy in NYC...

### Signal Books

Simple plots, limited vocabulary, plenty of dialogue, clear and legible type. Reading level 4th grade and up. Interest level, Jr. and Sr. High.

Simplified Classics and Other Easy Reading. Scott, Foresman and Co. 4th and 5th grade reading level.

Sinclair, Upton. The Jungle. New York: Harper and Brothers. 1951. Conditions in the Chicago stockyards in the early 20th century. Adult reading level. A deprived group could identify with some of the contents and a privileged group could learn from it...

Sprague, Gretchen. A Question of Harmony. New York: Dodd, 1965. Three young musicians form a trio and in between music discuss civil rights, and the nature of friendship...

Steinbeck, John. The Pearl. New York: Viking Press, 1947. Story of a peasant family that finds a pearl and hopes to rise above their poverty. Deprived children could easily identify with the Mexican family...

Steinbeck, John. The Red Pony. New York: Viking, 1953. Story of a small boy growing up. Much moral value to be found in it if the reader has sufficient skill to read it...

Sterling, Dorothy. Mary Jane. New York: Doubleday, 1959. For the middle grades. \$3.27 hardbound. Highly recommended. Realistic story of a Negro girl...

Sterling, Dorothy. Forever Free. New York: Doubleday, 1963. 7-9  
Recreational

Sterne, Emma. I Have a Dream. New York: Knopf, 1965. 7-12

Sterling, Dorothy and Quarles, Benjamin. Lift Every Voice. New York: 7-9  
Biographies

Sterne, Emma. Blood Brothers. New York: Knopf, 1959.  
Biographies

Stratton, Madeline. Negroes Who Helped Build America. Boston: Ginn, 1955. 7-12  
Recreational

Strang, Ruth and Roberts, Ralph. Teen-Age Tales. Boston: Heath and Co., 1962.  
These stories are written especially for reluctant readers in secondary schools. There are five kinds of stories: Teen-Agers Today, Science, True Sports, Animal, Suspense and Mystery. These stories are to be read aloud and discussed in class. Exercises on vocabulary building: synonyms, matching words with meanings, matching words with antonyms, developing various words for same concept, finding pictures to reinforce or establish meanings of words, compiling in class individual picture dictionaries.

Streatfeild, Noel. Theater Shoes. New York: Random House, 1945. Reading level 5-6.  
A fictitious story of an academy of dancing and stage training...

Summers, James L. The Long Ride Home. Philadelphia: Westminster Press, 1966. An unusual realistic and very contemporary novel about alcoholism seen through the eyes of two teenagers whose father is an alcoholic...All ages. \$3.50

Swarthout, Glendon, Kathryn. Whichway. New York: Random House, 1966. Teenagers. 12-16 \$3.25 hardbound. A teenager faces the situation of a slow death; an excellent account of survival...

Talmadge, Marian and Gilmore, Iris. This is the Air Force Academy. New York: Dodd, Mead, & Co., 1961. 7-9  
Recreational - Vocational

Taylor, Sideney. All of a Kind Family. Chicago: Follett Publishing Company, 1951.  
Story of five little Jewish girls and their lives in East Side New York before World War I. 4th to 6th grade.

Terhune, Albert Payson. My Friend the Dog. New York: Grossett and Dunlap, 1922.  
Short stories for grades 6-9.

#### Turner - Livingston Reading Series

This series is written especially for the reluctant reader. It is to be used in the classroom, as a text. Most of the reading and exercises should be done together as a class, with close teacher supervision. The short articles are pertinent to the young adolescent. There are a variety of exercises to develop reader comprehension and language skills.

The Family You Belong To. New York: Follett, 1962.

The Jobs You Get. New York: Follett, 1962.

Turngren, Annette. Mystery Walks the Campus. New York: Berkley Highland Books, 1963. 6th grade. College mystery story.

Walden, Amelia Elizabeth. The Spy With Five Faces. Philadelphia: Westminster Press, 1966. An American girl of Mexican ancestry is sent to Mexico by the CIA on the trail of a dangerous master spy. For ages 12-15. \$3.50 hardbound.

Wallace, Lew. Ben Hur. New York: Webster, 1949. Adventure with plenty of action, limited vocabulary.

White, E.B. Stuart Little. New York: Harper, 1966. Universal classic for young children. All ages.

Whitney, Phyllis A. A Long Time Coming. New York: Dell Publishing Co., 1966. Teenage. Paperback 50¢. A young girl finds out that good intentions alone will never change her town's prejudice against migrant Mexican-American workers...

Widder, Arthur. Adventures in Black. New York: Harper & Row, 1962. 7-9  
Recreational

Wier, Ester. The Barrel. New York: David McKay Company, 1966. For the teenager. \$3.50 hardbound. Author says much about fear, courage, hostility and hate that is appealing and directed to the young reader's mind...

Willard, Barbara. Charity At Home. New York: Harcourt, Brace and World, 1966. \$3.25 hardbound. For ages 12 and up. Good for and internationalities unit. Story of a 14 year old girl's efforts to find herself as an individual...

Willis, Corinne. The Ivory Cage. New York: David McKay Company, 1966. Ages 12-16. \$4.25 hardbound. A teenage girl learns that she must be true to herself.

Winders, Gertrude Hecker. Horace Greeley, Newspaperman. New York: John Day Co., 1962. 7-9  
Vocational

Wister, Owen. The Virginian. New York: Grossett and Dunlap, 1960. Good recreational reading in adventure for the high school student...

Wojciechowska, Maia. The Hollywood Kid. New York: Harper and Row, 1965. For ages 12 and up. \$3.50 hardbound. Winner of the 1965 Newberry Medal. Fifteen year old boy is the son of a movie star and is torn between the desire for freedom and a compassion for his mother...

Wouk, Herman. The City Boy. New York: Doubleday, 1952. Reading level junior to senior high school. The story of an 11 year old city boy, his loves, troubles, and adventures in the streets in NYC...



Young, Miriam. The Secret of Stone House Farm. New York: Harecourt, Brace, and World, Inc., 1963. 6th grade. Story of a happy summer spent on an old farm.

Zaidenberg, Arthur. How to Draw Butterflies, Bees, and Beetles. London: Abelard-Schuman, 1963.

Zim, Herbert. Rabbits. New York: Morrow, 1948.

## II. Poetry

Burden, Shirley. I Wonder Why. New York: Doubleday, 1963. A poem of photographs and words about the feelings of a Negro child. \$1.95.

Cole, William, Editor. A Book of Love Poems. New York: Viking, 1965. More than 170 poems that can be appreciated by Jr. and Sr. High students as well as adults.

Hine, Al, Editor. This Land Is Mine. Phila.: J.B. Lippincott, 1965. This anthology of verse spans the history of the U.S. from Indian days to the present.

Hughes, Langston. The Dream Keeper. New York: Knopf, 1962. A Negro poet young people enjoy. An interpretation of life and aspirations of the American Negro.

Hughes, Langston and Bontemps, Arna, (Editors) The Poetry of the Negro. New York: Doubleday, 1949. Assembled selections of the Negro's own writing, or of poetry he inspired others to write.

Morrison, Lillian. Sprints and Distances. New York: Crowell, 1965. A new dimension of poetry for lovers of sports.

Nash, Ogden. Parents Keep Out. Boston: Little, Brown and Co., 1948. A book of poems written expressly for students.

Parker, Elinor, Editor. The Singing and the Gold. New York: Crowell, 1962. Poems from 30 different lands. Shows universality of man.

Platz, Helen, Editor. Imagination's Other Place. New York: Crowell, 1955. Poems of Science and Mathematics.

Platz, Helen, Editor. Untune the Sky. New York: Crowell, 1957. Poems of music and dance.

Rockowitz, Murray. The World of Poetry. New York: Globe, 1965. Five hundred poems are compiled around basic themes to lead the reader into an understanding of the nature of poetry.

Swift, Hildegard Hoyt. North Star Shining. New York: Morrow, 1947. A pictorial history of the American Negro in poetry. Reading level, 6th to 9th grade.



Untermeyer, Louis, Editor. The Magic Circle. New York: Harcourt, Brace and Co., 1952. Poems about Strange Tales; Gallant Deeds; Unforgettable People; Our American Heritage; Six Fables; All in Fun; Ballads; Folk Tales.

Van Doren, Mark, Editor. An Anthology of World Poetry. New York: Harcourt, Brace and World, 1956. Poems classified by countries.

### III. Texts

Abramowitz, Jack. Success in Language - Unit 3 - As a Matter of Fact. Chicago: Follett, 1964. This workbook contains reading selections and exercises to develop language skills in the classroom. There are four areas of concentration: listening, reading, speaking and writing. Level: Jr. High.

Bond, Guy, and Cuddy, Marie. Meeting New Friends. Lyons and Carnahan, 1956. (Developmental Reading Series) Stories and exercises to be done in the classroom.

Crawford, Claude C. Living Your Life. "Vocation. How to Take your Place in the World of Work." Boston: D.C. Heath, 1953. This is an interesting textbook to be used in the Junior Highs to steer the students into suitable vocations and to aid in vocational guidance.

Gateway English - Literature and Language Arts Program. New York: Macmillan. 4 parts: A Family is a Way of Feeling; Stories in Song and Verse; Who Am I?; Coping. Each unit is a separate booklet. Designed for involving disadvantaged urban adolescents in meaningful reading experiences. Selections selected for relevance to problems they face. Skills taught in context of reading. Lesson plans constructed in inductive method. Students encouraged to think problems through and discover own answers.

Haag, Lydia. Guidebook to Better English. Educational Guidelines, 1965. A workbook to be used in the classroom to develop understanding of the language and correct usage.

Halliburton, Warren J. and Peikonen, Mauri. New Worlds of Literature. New York: Harcourt, Brace and World, 1966. A flexible 3-part program (text) designed for youths with reading handicaps. 9th grade interest level, 4th grade reading level. Wide range of subjects. True portrayal of life.

Pooley, Robert C., Grammon, Alfred H. and Daniel, Edythe. Wide, Wide World of Literature. Scott, Foresman and Co. Grades 7 and 8. Low in reading level.

Pooley, Robert C., Grammon, Alfred H. and Daniel, Edythe. All Around America Through Literature. Scott Foresman and Co. Grades 7 and 8. Low in reading level.

## Introduction to Pedagogical Readings for Teaching English to the Culturally Deprived

The purpose of this pedagogical research concerning the culturally deprived has been twofold, in that the problem must first be defined and understood, and then the best educational methods for handling the problem must be determined. Throughout most of the available information, the definitions and methods for the culturally deprived follow similar lines. Almost all of the material published in this area of concern includes suggestions for applying the knowledge to the classroom situation. They should be carefully followed until the teacher achieves his own methods for dealing with this special problem. Many of the volumes include detailed unit and lesson plans which are especially beneficial to the beginning teacher.

The majority of the books concerning deprived students are new, many of which have appeared within the last two years. This necessitated the utilization of the most current facilities; and because of this apparent increase in interest of this important problem, it is to be anticipated that more studies and books will continue to appear in the pedagogical area. Although an interest in this field has been aroused, information is still rather scarce; for this reason we find it necessary to use materials concerning handicapped students (socially handicapped deprived).

Pedagogical readings from magazines on the culturally deprived encompass articles on defining who the culturally deprived are as well as how a teacher should approach these children in a classroom situation. Before one can attempt to teach such children, one must make an effort to understand their background, and subsequently, their problems.

Some basic attitudes towards these children a teacher must develop in himself have been stressed in many articles. The teacher must believe that these students are educable. He must not feel that they are unclutured but that their culture is different from his. In this light, a reciprocal learning situation will ensue. It will be necessary, therefore, for the teacher to be able to have a sympathetic understanding toward his students. An important attitude the teacher must develop is respect for his students rather than a coddling type of love.

As far as general teaching devices, we find basic techniques repeated over and over in our readings of periodicals. These are concerned with language and literature teaching and the outgrowths of these areas--the improvement of reading, writing, and speaking. Language teaching must be presented as meaningful material to these students, otherwise they will be unwilling to learn. Literature must reflect their own situations and problems, otherwise they will question why read at all? Oral reading by both teacher and student is stressed constantly as a technique for an effective English learning situation. Increased verbalization by the student, the use of A-V aids by the teacher, and the device of role playing by the students are urged by many authorities.

## BIBLIOGRAPHY FOR PEDAGOGY

### I. Books

Abraham, Willard. A Time For Teaching. New York: Harper and Row, Publishers, 1964.

There are two major reasons for concern in the education of deprived students: a waste of children in general, and a specific waste of human talent. A majority of teachers in schools where deprived students predominate are new, partially qualified, or transitional, this complicating educational problems. Teachers learn to appeal to students with the framework of their own idiom and their own sentence patterns if they are to succeed with the three out of every four students who may be classified as educationally and culturally deprived in the city schools.

Bloom, B.S., Davis, A., and Hess, R. Compensatory Education for Cultural Deprivation. New York: Holt, Rinehard, and Winston, Incorporated, 1965.

This book deals with the adolescents' search for identity, moral code, models, vocation, and social relations; suggestions are provided for the building of lessons around these needs through stories and poems with which the students can identify, and which they can use as models. Particular language difficulties of the students are illustrated, as well as means by which improvements can be made. Especially worthy of note in this book is the annotated bibliography on literature for the culturally deprived.

Brueckner, Leo, and Bond, Guy. The Diagnosis and Treatment of Learning Difficulties. New York: Appleton, Century, Crofts, Incorporated, 1955.

Tests for diagnosing language difficulties may be either teacher-made (to evaluate oral and written expression), or standardized forms, which provide a better means of comparison with norms of students outside of the individual school. To improve language skills, it is suggested that functional rather than hypothetical situations be used to relate to the students' problems; in addition, students should be grouped according to language needs, and individual differences should be appealed to in improvement programs.

Burton, D.L., and Simmons, J.S., eds. Teaching English in Today's High School. New York: Holt, Rinehart, and Winston, Incorporated, 1965.

Language problems of the culturally deprived and ways in which these problems can be overcome are presented in great detail in this work. Other applications to the culturally disabled may be found in discussion of the other phases of English study, including literature and composition.

Commission on the English Curriculum of the National Council of Teachers of English. The English Language Arts in the Secondary School. New York: Appleton, Century, Crofts, Incorporated, 1956.

This committee of the National Council of Teachers of English suggests that the new grammar studies be used with the culturally deprived, in that an examination of the language as it exists is more beneficial than attempting to limit communication

methods into strict confines. It is also stressed that students' needs be met in literature, in speaking, listening, and writing skills. A discussion of adolescents is provided and how their language needs are related.

Conant, James Bryant. Slums and Suburbs. New York: McGraw-Hill Company, Inc. 1961.

Conant stresses that education should fit the individual's employment. In addition, the author recommends grouping by ability in the secondary schools in English as well as other fields. Slum schools, according to Conant, need more staff than other institutions; furthermore, the staff needs extensive inservice training to learn to cope with the special problems they will meet.

Dropkin, Stan, Harold Full, and Ernest Schwarz, eds. Contemporary American Education. New York: Macmillan Company, 1965.

1.) S.M. Brownell. "Education and Urbanization."

Schools in areas where students are deprived must assume added responsibilities of community and cultural activity, as well as parental roles. The major problems in the city schools, according to Brownell are: relating to the students' world, preparation for jobs, and bridging the gap between school and the outside world.

2.) Robert Havigurst, "Social Class and Education."

Teaching must appeal to the deprived students' immediate needs, because they live in a world of the present, rather than the future. Middle class policies in such schools are both bad and good, for they discourage and exclude students, as well as set an example for them. Educators must maximize social and economic possibilities.

3.) Allison Davis, "Society, the School, and the Culturally Deprived."

It is essential that educators learn and understand the values and behaviors of the culturally different. Ninety-five percent of all teachers are from the middle class, and they are ill prepared to teach the sixty percent of society which is not; the teacher must set a good example as well as be an excellent teacher. Suggested improvements are; a more realistic curriculum, inservice training for teachers, and new reading materials which will stimulate the interests of all children.

Education and the Disadvantaged American. Educational Policies Commission. Washington, D.C.: National Education Association. 1962.

According to N.E.A., remedial services are necessary for the education of deprived youth, as well as a relating of school work to home environment. In addition the schools need workers in addition to the classroom teachers to provide the many services needed by children from deprived families; such people would include medical, psychiatric, and social workers. Final recommendations include parent education, an attempt at overcoming students' educational hostilities, and attempts to include students in school activities which they can relate to later life.



Ginzberg, Eli. The Negro Potential. New York: Columbia University Press, 1958.

Negro educational problems are threefold; 1). not of as high quality as white schools, 2). not as long in duration for the average negro, and 3). teachers are not as good, because they are handicapped by poor education and deprived backgrounds themselves. Particular failure may be found in a lack of development in negro potential in the first grades; after this period, the worst fault of the schools is a failure to motivate pupils.

Golden, Ruth I. Improving Patterns of Language Usage. Detroit: Wayne University Press, 1960.

Miss Golden describes the nature and origin of language difficulties among the deprived. Some of her many suggested methods for improvement in language habits are: English language laboratories, language clubs to stimulate student interest and awareness, better speech campaigns, and remedial lessons and units. This is an especially good source for teachers who need direction in the improvement of their students language problems.

Gray, William S., ed. Promoting Personal and Social Development Through Reading. Chicago: University of Chicago Press, 1947.

Reading topics should be selected which appeal to the students' interests and backgrounds. The study of these books should be geared to the personal experiences and problems of the pupils. To stimulate an interest in reading, reading clubs should be initiated to find answers to questions which bother them. Poetry should be approached through exciting story - poems.

Heller, Friedam, and Alberty, Elsie. Improving Reading in the Junior High School. New York: Appleton, Century, Crofts, Incorporated, 1959.

This book stresses the necessity for a coordination of reading activities between the classroom teacher and the librarian in an attempt to stimulate reading among students. Those methods suggested for creating a desire to read in young students are individual guidance, audiovisual activities to strengthen reading impressions, and student group work for the exchanging of ideas and interests.

Hunter, Evan. The Blackboard Jungle.

Written in the form of a novel, this book provides a special insight into the actual classroom experiences of a teacher in a culturally deprived school. Not only are his descriptions of his techniques (moves to the students' level, reads aloud in class, delegates authority, etc.) helpful, but viewing through this teacher's impressions a culturally deprived situation enables the reader to gain a fuller understanding of the existing problems in the classroom.

Kerber, August, and Bornmarito, Barbara, eds. The Schools and the Urban Crisis. New York: Holt, Rinehart, and Winston, 1945.

Although this book contains primarily sociological studies of urban schools, some suggestions for the classroom teacher are provided. Included in these aids



are a reminder for excessive student participation and a reiteration of the necessity for encouraging students to communicate orally through the use of mock phone conversations, the use of puppets, and utilization of the taperecorder in the classroom.

McGeoch, Dorothy M. Learning to Teach in Urban Schools. New York: Teachers College Press of Columbia University, 1965.

Miss McGeoch stresses that the teacher should not gear the class to a particular grade level, but to the students' background and potential; use everyday materials, i.e. magazines, and then lead into works of literature. Planning is highly important, especially in the first year of teaching, because it helps to eliminate discipline problems. It is essential that a new teacher in a deprived school set a routine and mood from the first day if he is to get and maintain class control. New teachers must work with fellow teachers, administrators, and professional groups to gain an insight into the students and their problems and the methods by which they may be helped.

Riessman, Frank. The Culturally Deprived Child. New York: Harper and Row, Incorporated, 1962.

Because of the language limitations of culturally deprived students, it is essential that the teacher learn how to communicate on their level. In order to make the children verbalize more, role playing is recommended. This especially relates to literature and composition, for after such activities the students are more willing to talk about their experiences. This is a good way to correlate literature and composition or to motivate composition topics. Pertaining to grammar, this author feels that traditional practices are neither beneficial nor practical. Nor can the students who are deprived be made to read typical make believe stories, for they have no meaning for them; instead they enjoy reading the sports pages, books on the facts of life, and simple biographies.

Robinson, H. Alan, ed. Meeting Individual Differences in Reading. Chicago: University of Chicago Press, 1964. XXVI.

The following are those points which are emphasized in this book: teaching at the students' level of readiness, providing for physical activity in class, participation and repetition for the deprived students, extensive use of AV materials, reading exercises must have meaning for the students, achievement must be tangibly rewarded, and literature must be chosen that will appeal to the pupils. Overall involvement of the student in his education is the pervading stress throughout this informative presentation.

"Social-Class Influences on American Education."

Social Forces Influencing American Education: Sixteenth Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1961.

There has been a trend toward social nobility due to education; it is essential that students be aware of the possibilities in improving their environment and employment. The schools must continue to provide opportunities for educational, cultural, and economic improvements.

Spache, George. Good Reading for Poor Readers. Garrase Publishing Company, 1964.

Different classroom practices can foster or stifle reading interests. Group discussion, panel discussion, debate, oral reading, choral reading, listening to tapes, filmstrips, role-playing and dramatization are all methods that can successfully be utilized to stimulate the slow reader. Spache lists many books according to grade level and interest level as a guide for the searcher of materials for the disabled reader.

Staff of Intergroup Education in Cooperating Schools. Literature for Human Understanding. Washington, D.C.: American Councilor Education, 1950.

Literature must be chosen according to the students' interests and needs. Those areas which should be included in the reading materials are family life, economic differences, American life, and adjustment to new circumstances. Students should also be encouraged toward individual differences; class discussions can provide the teacher with a better understanding of their students and their problems.

Sutton, Elizabeth. Knowing and Teaching the Migrant Child. National Education Association Publishing Company, 1960.

Communities are hostile to migrant children who temporarily interrupt the school semester. Rapport must be established between the teacher and the child. The class should be prepared to welcome the migrant child and to devote time to him; in return the child may share travel experiences, and learn to do special assignments. Distant goals are meaningless because the migrant child will be moving, however, while he is in school, every effort should be made to make his educational experience rewarding.

U.S. Department of Health, Education, and Welfare. Improving English Skills of Culturally Different Youth. Washington D.C.: U.S. Government Printing Office, 1965. This book of compiled writings has many helpful articles about deprived youth. Especially helpful to the teacher of English is Charles Spiegler's article, "Give Him a Book That Hits Him Where He Lives."

Watson, Goodwin, ed. No Room at the Bottom. Washington, D.C.: National Education Association, 1963.

The attitude of the teacher toward these pupils should be one of respect. She should listen to what they have to say about themselves and should keep in mind that positive reinforcement should be used almost exclusively. When planning curriculum units, the daily lives and concerns of the students should be uppermost. Commercial television, comic books, and hot-rod magazines may serve as a starting point for unit ideas.

Woodring, Paul and Sesnlon, John eds. American Education Today. New York: McGraw, Hill Book Company, Incorporated, 1963.

G.W. Foster. "Turning Point for Desegregation?"

The academic standards for the teaching of Negroes is far below an acceptable standard in desegregated as well as segregated schools. One of the major problems in negro education is the negro teachers did not receive proper pre-college

training, and their college training is equally unsatisfactory. The entire program for the education of negroes needs revision, with an emphasis upon relating the materials to those things with which the students are familiar.

## II. Periodicals

Black, M.H. "Characteristics of the Culturally Disadvantaged." Reading Teacher, XVIII (March, 1965), 465-470.

The culturally deprived child is pictured as failing to achieve goals established by the mainstream of society, as coming from a culture which, although rich in its own tradition, no longer prepares members for successful participation in society.

Borger, V. "Urban Living: Can Teacher Education Meet Its Problems?" Wisconsin Journal of Education, XCVII (April, 1965), 19-21, 24.

A successful educational program is described as being a careful balance between human relations values and academic skills. Teachers must believe that culturally deprived children are educable.

Broudy, H.S. "Schooling for the Culturally Deprived." Teachers' College Journal, XXXVII (October, 1965), 4, 14 - 18.

In educating the culturally deprived child, the middle class teacher must not force the bad characteristics of middle class upon him. The lower class child should be allowed to retain the qualities he has, such as shrewd management in hard situations and resourcefulness.

Buehmiller, A. "Tools to Aid the Disadvantaged Educators' Resourcefulness, Ingenuity." XCVIII (October, 1965). 13-15.

Compensatory education is described as containing work training programs, cultural enrichment trips, and courses for the cultural enrichment of the parents of deprived children. The main aim is the making of productive participation in society possible for students and their parents.

Carlton, Lessie and Moore, Robert H. "Culturally Disadvantaged Children Can Be Helped." NEA Journal, Vol. LV, No. 6, p. 13.

According to an experiment performed by the above, self-directive dramatization results in:

1. The children losing their look of fear, hostility or suspicion.
2. Great gains in their reading ability.

"Collegians Tutor Disadvantaged High Schoolers." Pennsylvania School Journal. Vol. 144, No. 8, (April, 1966).

Certain students of Iyeoming College are tutoring disadvantaged pupils in the Williamsport area. This is most beneficial to the children because they receive encouragement and motivation from their tutors. It was found that these children sense the importance of being tutored.

Crump R. and Pope, L. "School Dropouts as Assistant Teachers." Young Children, XXI (October, 1965), 13-23.

The program described provides opportunities for work for the deprived children who have not finished high school. They serve as aides for the regular elementary teachers, and in so doing learn responsibility and ability to accept criticism without resentment. It is hoped that programs such as this will help formerly deprived children avoid the pitfalls of lack of education when they raise their own children.

Dougherty, Louise, "A Purposeful Language Arts Program," Education, Volume 85 (April, 1965), 481-485.

Efforts are being made by the Chicago schools to overcome factors that prevent below average children from realizing their potentials. The program is built around The Curriculum Guide for Language Arts.

Increasing attention is being given to below-average children from below-average communities. Chicago schools seek to overcome factors which militate against the success of the child. Increased staff services are needed to permit a drop in the pupil-teacher ratio.

Local schools can take advantage of materials and methods, e.g. summer school 7th and 8th grade review sessions and remedial reading classes; appropriation for texts aimed at the under-achiever and language labs using the latest equipment. The methods mentioned were Montessori, Maury, and the Great Cities School Improvement Plan.

Frierson, Edward, "Determining Needs," Education, Volume 85 (April, 1965), 461-465.

In order to find how the specific needs of the child should be determined, we must study the symptoms of deprivation, retardation, and the cultural factors.



There are three basic needs: experiential needs that are demanded by the educational objectives at each grade level and in each subject area; those which are associated with symptoms of cultural deprivation; and the fundamental needs which may only be met by dealing with the culture or environment which has "created" the disadvantaged child.

Giddings, M.G. and Maekler, B. "Cultural Deprivation: A Study in Mythology." Teachers' College Record, LVI (April, 1965), 608-13.

These authors believe the term "Cultural deprivation" is an alibi devised by the schools which have failed to provide adequate education for disadvantaged children. Teachers must recognize the elements of Negro culture and must learn to view Negro children as fellow human beings. Parents of these children are often interested in education, but they need guidelines to help them understand their role.

Glatt, Charles A. "Who Are the Deprived Children," The Education Digest, Volume XXXI (Nov., 1965), 5-8.

Mr. Glatt asserts that four propositions underlie the over-all concern with deprivation:

- 1) some children are more restricted in experiential backgrounds than others;
- 2) Americans have not decided which is more desirable--a monocultural or a multicultural existence;
- 3) educators who write and talk about the deprived child are dealing with a sensitive domain;
- 4) deprivation is relative to the culture, social system, time, place, and particular action.

It is important not only to know that these children are deprived, but to be able to meet their needs in the classroom.

Guggenheim, Fred. "Curriculum Implications and Applications of Programmed Instruction." School Review, LXXIII (Spring, 1965), 59-65.

Programmed instruction is discussed in terms of its effect upon educational methods. Mr. Guggenheim suggests that the success of programmed learning may lie in the careful development of its materials rather than in its theoretical strength. If the same care is taken in standard teaching, then programmed learning may contribute to the general improvement of teaching, including teaching of the disadvantaged.

Havighurst, Robert, "Who Are the Disadvantaged?" Education, Volume 85 (April, 1965), 455-457.

Socially disadvantaged pupils are ones who have been denied some social experiences that "normal" children have had. These are social experiences in the family.

The working class uses a "restricted" form of language, and a child who has learned this language at home is likely to have difficulty in school, where the teacher uses an "elaborated" or middle class language.

Characteristics of the socially disadvantaged:

- 1) at the bottom of American society in terms of income
- 2) have a rural background
- 3) are widely distributed throughout U.S.

Hunt, David E. "Adolescence; Cultural Deprivation, Poverty, and the Dropout." Review of Educational Research, Vol. XXXVI, No. 4. (October, 1966) p. 463.

Characteristics of Culturally deprived adolescent students:

1. educationally retarded
2. very low level of self-esteem
3. low level of aspiration
4. feeling of powerlessness

Suggestions:

1. more attention focused on variation in learning styles
2. more attention to learning process

Koenigsberg, Shelly P. "Teaching Disadvantaged Youth in Secondary School" Journal of Secondary Education Vol. 41, No. 1 (Jan, 1966)

The teacher should work in terms of the characteristics and values of these children:

1. The teacher should provide experience-centered learning; build meaningful vocabulary.
2. Reading should not be taught until the child has had the proper experience background.
3. The use of non-reading sources of learning should be increased.

4. Provide experience through field trips.
5. Relate pupil experience to classroom learning rather than vice versa.
6. Start with their own needs and interests.
7. Set short term goals in learning - report cards are meaningless.

The teacher should realize student attitudes:

1. Outlets for aggression must be provided. (adventure stories)
2. Teachers must accept the fact that they cannot reach all the pupils.
3. The teacher must let them know what is right.
4. Make sure code of behavior is known.

Krippner, Stanley, "Materials and Methods in Reading," Education, Volume 85 (April, 1965), 467-473.

Materials and methods which appear to work effectively on the culturally deprived include a highly structured classroom setting emphasizing routine and order, strong demands and firm rules from a teacher who realizes that these pupils want respect more than love, winning over the classes' natural leaders, using role-playing and socio-drama, concentrating on reading instruction (while realizing that reading is considered "feminine" by slum children), abandoning traditional techniques of teaching grammar, and organizing ungraded classes to permit flexible grouping and individual attention.

Additional methods and materials mentioned were the Montessori approach (use of sense-stimulating material and step-by-step activities), the Maury school plan (using personal, community, and classroom experience for reading material), and the Great Cities Program (using basal readers).

Mahan, Thomas W. Jr. "The Slow Learner - Fact of Excuse." The School Review, LXXIII (Summer, 1965), 77-86.

The problem of teaching deprived children is dealt with from the individual standpoint. Teachers should regard these children as individuals in the classroom rather than considering group norms. Language must be taught in a context meaningful for deprived students. Teachers should be aware that language, especially written, is not going to be the major medium of expression in a deprived environment. The classroom should offer opportunities for success for these children; traditional language instruction shouldn't be pushed upon them.

Mahan, Thomas W., Jr. "The Slow Learner: Fact or Excuse?" The Education Digest, Volume XXXI (Nov., 1965), 14-17.

Mr. Mahan classifies slow learners into four categories: those who try hard and progress little; those who try hardly at all and yet meet some kind of minimal standard; those who are energetic, curious, enthusiastic; and those who are present.

We must study the individual as he is; change our orientation from one of prediction to one of thorough knowledge. We must destroy the stereotyped image of the school possessed by the slow learner, and we must set realistic goals for him and give him more personalized teaching.

Millender, Dharathulia H., "Story telling -- A Teaching Technique," Education, Vol. 85 (May, 1965), 556-561.

Mrs. Millender thinks story telling is a valuable teaching aid in the upper elementary grades and above. The story teller is painting with words for his audience. All of us are potential story tellers; we've been telling stories since we learned to walk. It is important to choose stories a child can understand, and for the culturally deprived, for whom I think this would be an excellent teaching device, stories that apply to their lives.

Mingoia, Edwin M. "The Language Arts and Deprived Pupils," Education, Vol. 85 (Jan., 1965), 283-287.

The author describes the disadvantaged as multiproblem children, facing such problems as reading disabilities, and spelling and phonics problems. He stresses research so that the teacher can meet the multi-problem child on his own level of communication.

Moore, Walter J. "Compensatory Language Arts Programs for The Disadvantaged." Teachers' College Journal, XXXVII (October, 1965), 25-32.

Compensatory education is defined as the programs, techniques, and projects designed to help overcome language deficiencies of the underprivileged. Some of these techniques include: emphasis of utilization of language and the use of programmed materials.

Moore, Dr. William. "Cultural Barriers in the Classroom." School and Community, (November, 1966), 21,92.

In teaching disadvantaged children, we must treat them as the individuals we want them to become, thus we help to raise their self-concepts. Language is the primary problem for deprived children. Providing opportunities for success is the best means of motivation.



Ornstein, Allan C. "Learning to Teach the Disadvantaged". Journal of Secondary Education. Vol. 41, No. 5 (May, 1966)

**Suggestions:**

1. Due to the children's lack of reading ability, the teacher should become proficient with audio-visual aids.
2. The teachers in all subjects should be able to teach reading.
3. The teachers themselves should be taught by people who have had experience with the disadvantaged.
4. Student teaching should be one full year, with half a year in slum schools.

Ornstein, Allan C. "Who Are the Disadvantaged?" Journal of Secondary Education. Vol. 41, No. 4. (April, 1966).

**Specific aspects of the deprivation of the disadvantaged:**

Self deprivation  
Social deprivation  
Environmental deprivation  
Educational deprivation

Paton, H.A. "Class and Caste in Urban Education." Chicago School Journal, XLV (April, 1965). 305-10.

Many school problems are caused by limited horizons of disadvantaged children and their families due to the relative static of American socio-economic classes. Since the root of the educational problem is linguistic, teachers must deal with the entire structure of language. The greatest factor in education is a re-education in human values. This can be partially done through literature.

Peterson, Carl, "Team Teaching in the High School," Education, Volume 85 (February, 1965) 342-347.

A group of teachers is assigned responsibility for the instruction and academic progress of a group of students, usually within a certain time block. This is relatively a new endeavor at the high school level.

Team teaching must be geared to fit the schools, e.g. a team composed of a group of teachers and para-professional help, headed by a "master teacher" or lecturer or a team of three or four "equally ranked" teachers.

Team teaching is designed to overcome problems such as inflexible scheduling, unindividualized instruction, and rigid class size.

Rice, J. P. "Education of Sub-Cultural Groups." School and Society, XCII (November 28, 1964), 360-2.

Education of sub-cultural groups should be partially based on a revision of tests. Many disadvantaged children are given unfair intelligence scores because tests are not geared to their way of life or their reading ability. Many are unfairly classified as slow learners.

Riessman, Frank, "The Lessons of Poverty," American Education, (February, 1965), 21-23.

Teacher training for the disadvantaged should do four things:

- 1) develop a genuine interest in these children and respect for them;
- 2) expose the teacher carefully and thoroughly so he can free himself of any preconceptions he may have had about these people;
- 3) show how to use teaching methods adapted to the learning style of the disadvantaged;
- 4) develop an effective teaching style as distinguished from method.

Suggested teaching methods:

- 1) role playing (acting out various types of problems)
- 2) use of "hip" language
- 3) "organics" technique of Sylvia Ashton Warner

(The Teacher), especially valuable in building upon the interests and potentialities of the youngsters

- 4) Montessori system--places emphasis on sensory materials and order
- 5) various game techniques
- 6) Lawrence Senesh's techniques for teaching economics to first and second graders.

Speeth, C. "Black Matic in Philadelphia." Teachers' College Record, LXVI (December, 1964), 229-31.

A teacher in the Negro slums of Philadelphia describes the living conditions of the majority of his students, i.e. lack of toilets and bathing facilities, neglect by parents as well as society. The teacher sees the central problem of teaching deprived children as poor textbooks; he uses the literature of the students for his reading material, for example, the collected jump rope poems of the street. Using this literature as beginning material he later leads the students to successful understanding of great works such as Shakespeare.

Steinberg, Erwin R. "Middle Class Education for Lower Class Students," Education, Vol. 86 (October, 1965), 67-74.

The author says lower class students are distrustful of middle class education, as are their parents. We must motivate them on their level, not that of the middle class, for middle class motivation offers them nothing. We must teach language on a usage level, not a middle class level, since they think middle class language would not benefit them.

Toewe, Vivian, "Project Head Start...a Chance at the Beginning," California Teachers Association Journal, October, 1965, 24-26;50.

Project Head Start was begun by a group of preschool educators who believed that the more things a child came into contact with during his formative years, the better he would be able to cope with the physical, social, and educational environments which surround him. Available statistics of failures during the first few years of school led these teachers to conclude that children from substantial living conditions were more likely to fall into this category.

Excellent materials were assembled, among them a carefully chosen children's library of identification and information books; music experiences for articulation; large blocks, floor toys and household play equipment for verbalization and dramatic play; easel and finger painting, drawing, clay work, cutting and pasting, for a bridge for the difficult transition period from home to school.

Weingartner, C. "English for What?" Teachers' College Record, LXVII (December, 1965), 201-6.

The subject of English itself may be more at fault than the disadvantaged children who fail to learn it. The teacher must realize that students who are culturally deprived are not totally uncultured or lacking in verbal ability simply because their culture differs from that of the teacher.

#### Report on Visits to Coatesville and Downingtown Public Schools

Because the degree and type of deprivation varies from one community to another, each school system copes with the problem as it exists in that area. For example, two adjacent school districts in Chester County see their respective problems as being quite different one from the other. Thus, their remedial techniques are different.

The Downingtown school district is predominantly rural, middle to upper income level. The financially deprived are pretty well interspersed with other classes, primarily in rural settings. Culturally deficient children are not confined to financially deprived families, nor are all those from financially deprived homes

culturally deficient. Neither are all children who are not doing well in school deprived. Some lack intellectual ability, some are under-achievers for reasons unrelated to social, economic, or cultural status. The variation is such that at no grade level is there a sufficiently large group of children to set aside as a group with approximately the same cultural and financial lacks.

The inability to read well is thought to be the main factor in learning disability. If a child is not reading satisfactorily, he is referred for help to the staff of reading consultants under a director. In a group including no more than five others, a child is helped to reach his appropriate grade level capability. As there are not sufficient personnel to help every child who could benefit from the program, preference is given to those who evidence some degree of educational (in the home background) or financial deprivation. Again, the nature of the community is such that this is not easy to determine accurately. In addition to mechanical devices such as reading machines and the tachistoscope, the reading consultants are successfully using the Reader's Digest Reading Skill Builders, published by Reader's Digest Service, Inc., the SRA Reading Laboratory, published by Science Research Associates, and Sullivan Associates Programmed Reading, published by McGraw Hill.

The Coatesville School District, while it also encompasses a rural population, has a sizeable urban population. Enough students are economically and/or socially and culturally handicapped to warrant grouping them for instruction. The English Department of Scott High School has pioneered a program called "Communications", incorporated into General Education. Although it started with the eleventh grade, it has been so successful that it has been expanded to include the tenth grade, and next year will include the twelfth.

#### Report on Conference with Coordinators for Intergroup Education in Philadelphia Public Schools

Most future teachers have a limited understanding of what Intergroup Education is. For this reason Dr. Dorothy Dee Bailey's class in Methods of Teaching Secondary English decided to investigate the Intergroup Education Program. Knowing that Philadelphia has many highly trained men and women with experience in this field, the class decided that several should meet these coordinators in order to gain insights into obstacles a culturally deprived child faces, backgrounds from which he comes, and reasons for his extreme under achievement.

On November 30, 1966, a group of six students from the class attended a conference on Intergroup Education in the Administration building for the Board of Education in Philadelphia. The eight Philadelphia school districts were represented by eight group coordinators and a director who are working on several projects.

The main topic for the day's discussion was the approach involved in teaching English to culturally-deprived multi-ethnic groups. For the benefit of our group, the eight district coordinators gave us an understanding of the minority group individual, which enabled us to grasp many of the obstacles to be faced and overcome by these educators. We were also given an understanding of exactly what intergroup education is and the goals to which it aspires.



Intergroup education is a program vitally concerned with relationships among different groups of people; it is essentially concerned with the fact that all groups of people must be educated to respect and to accept differences in cultures and to be prepared for living in a pluralistic society. In order that acceptance may be manifested, a vicious cycle of deep-rooted prejudices, hostilities, hates, and embitterments must be broken. For the child who carries within him the bigotry of his parents, little hope of breaking this cycle exists unless the school intercedes. Contrary to majority opinion, teachers can help children change not only their present attitudes, but they can prepare these children to cope with such problems in the future.

Teachers themselves must be aware of past and present oppressions experienced by minority groups which have caused their cultural deprivations. People are not stupid because they are Negro, Puerto-Rican, or Chinese, but rather because they have not had the background in which to develop their intellectual potential. Teachers must be cognizant that most of these people are sometimes self-rejected individuals, as well as experiencing rejection by society, which creates an intense and painful inferiority; consequently, these people further separate themselves from the mainstream of society by huddling for security and identity within their isolated ghetto existences. They experience a sense of powerlessness and frustration when exposed to pluralistic living. There is little hope of their acceptance of society or society's acceptance of them without the help of concerned and knowledgeable individuals.

At this critical point the school must take over. Teachers must be able to engender in minority groups a sense of self-esteem by attempting to have them gain an identity within society situations. In classroom and in readings, minority groups must be given attention, such as in history texts. Also the library shelves should be stacked with books about and pertaining to these groups. The oppressed must know of members in their groups who have overcome the stigmas inflicted upon them by society.

Prejudice is passe; the days of the scapegoat are declining, and so teachers must possess an empathetic involvement with all, particularly with all groups and classes of children.

### CONCLUSION

From our research and investigation, we conclude that the culturally deprived are not limited to large cities or to any ethnic or racial group. They are young people who do not profit from schooling and will not become economically independent adults unless they are adequately trained. The values by which they live are often directly in opposition to the values of our society. We must, as teachers, recognize this fact, and at the beginning accept their behavior and attitudes in order to help them.

Some generalizations that can be made that are characteristic of the culturally deprived youth are:

1. variations of intelligence can be found; they have IQ's between 76-90, as most potential dropouts, or have IQ's higher than most middle class youths

2. they often have an academic retardation of two or more years in reading, language and arithmetic
3. they have social and emotional maladjustment
4. they have a record of irregular school attendance,
5. they dislike school since it represents failure, authority, and restraint
6. they have a limited perception and a very short attention span
7. they feel socially rejected and resentful
8. they are discouraged by repeated past failures and do not have the courage to try
9. they are often withdrawn or aggressive, indifferent or belligerent
10. they crave attention
11. they refuse to conform to the mores of society
12. they regard physical aggression as normal
13. they fear eviction, homelessness, and hunger because of deprivation
14. they often have only one parent and many have never known either parent
15. they are not protected from the crises of life
16. they come from families who seldom aspire
17. they often come from foreign speaking cultures.

In order to understand the culturally deprived, we must know some of the prominent causes of these characteristics described above. They are: lack of stability in the home caused by divorce, desertion, poverty, illness, and mobility; lack of cultural stimulation in the home from apathy, indolence, poverty, illiteracy, disproportionate family size, and language barriers; lack of enrichment experiences in both home and school, and lack of a flexible, realistic curriculum in the schools for the culturally deprived child.

Reading must be geared to ability and background of the children involved; therefore, the culturally deprived ones need reading materials within their frame of reference and within their comprehension. Some textbook appeal predominantly to the middle class, whereas they should reflect the most positive and respected aspects of all cultures. To help overcome these drawbacks, a selected reading list which tries to expose children to diversified experiences is incorporated in this project.

Children need to know how to ask questions and answer questions, how to study, how to relate to the teacher, and how to take tests. Therefore, teachers must utilize children's immediate interests and surroundings to lead them toward development of abstractions.

The class atmosphere should be friendly and relaxed. Culturally deprived children need to practice skills, and have less emphasis on theory. They profit from concrete examples; therefore, the use of audio-visual aids is beneficial. Activities should change often, with much class participation, and instructions and assignments need to be clear and definite.

Above all else, the culturally deprived need individualized instruction with emphasis on the development of each child's knowledge, abilities and attitudes.

Teachers need to help extend the world of these children with varied experience, by providing many opportunities for talking, writing, and reading about adult models, about growing up, and about occupational choices. Education should proceed from experience to speaking to reading to writing. The reading should be related to particular experiences in the lives of these children. Education also should consider ways of building on the social values and mores of lower class children.

In conclusion, the aims of the program for culturally deprived students are to read various types of literature, and to have some understanding of the values that make for quality, to have sufficient acquaintance of good writers to know they exist, and to communicate clearly in speaking and in writing and to understand enough about English to use its structures correctly and logically.

In summary, the aims of a program for culturally deprived children include:

1. improvement of oral and written language habits
2. development of reading habits
3. improvement in reading skills
4. improvement in listening skills
5. opportunity for oral and written self-expression
6. knowledge of "good" literature
7. awareness of the world
8. awareness of oneself in that world